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ABSTRACT

Schools and school districts are advised to keep detailed records of incidents of violence and vandalism in order to (1) plan for school safety and security; (2) plan policies and programs for better student control and the improvement of attitudes; (3) evaluate the success of efforts to reduce violence and vandalism; and (4) increase the accountability of the public schools. This publication focuses on instituting a districtwide, uniform system for reporting vandalism and violent incidents. Designed for school superintendents and their school boards and administrative staffs, the guide contains information provided by administrators in selected school districts who described their reporting systems in detail and submitted reporting forms, written procedures, handbooks, annual reports, and other documents. The reporting systems of five districts are presented as models, while short reports and various suggestions from ten other districts are included. In addition, tips are given on writing annual reports on vandalism and violence, devising incident report forms, and testifying in court. The guide concludes with a list of resources citing publications and organizations relevant to school security. (Author/MLF)

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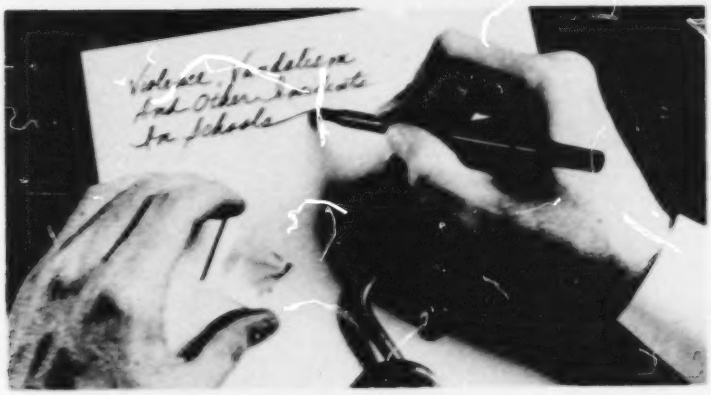
Reporting:

Violence, Vandalism And Other Incidents In Schools



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EA 014 223

Foreword

The National School Resource Network (NSRN), with funding from the U.S. Department of Justice has, for several years, devoted its efforts to assisting schools in dealing with violence and vandalism. The American Association of School Administrators (AASA) has worked closely with NSRN as a basis for sharing information, ideas and successful practices with school administrators.

Reporting: Violence, Vandalism and Other Incidents in Schools contains information about a number of model reporting systems now in use by school systems across the nation. Many of these school systems have full-time security directors. Your school district may not have full-time security personnel. Your district may be larger or smaller than those whose security systems are reported. However, the collection of ideas and approaches found in this publication could prove invaluable to any district of any size and in any setting.

A sound incident reporting system can help a school system identify the magnitude of the problem as a first step in solving it. It can even lead to a better understanding of student behavior and learning problems. Very few students are involved in violence, vandalism or similar incidents. The problem itself is not a popular one to address. However, the suggestions provided in this valuable publication could be a great help in dealing with a perennial, troublesome concern.

The American Association of School Administrators (AASA), expresses its appreciation to the author of this publication, Mary Brodinsky of Old Saybrook, Connecticut. Ms. Brodinsky is an education writer and consultant in the area of school board policy and regulations development.

Appreciation is also extended to those school administrators, including security directors, who cooperated with the author in sharing vital information about their reporting systems.

AASA acknowledges the advice and counsel offered by the staff of the National School Resources Network (NSRN), specifically Terri Allen-Hausmann, Director of Publications, and James Dahl, Administrator.

Nancy Miller, Manager of External Resources for AASA, assisted in the coordination of the project and acted as liaison with the National School Resource Network. AASA Associate Editor, Judy Touchton, supervised editing and production. AASA Associate Executive Director, Gary Marx, served as Project Director for *Reporting: Violence, Vandalism and Other Incidents in Schools*.

The National School Resource Network (NSRN) is an information and resource-sharing organization committed to helping schools nationwide create safer and more positive school environments. NSRN was begun in June 1979 and is the first federally funded initiative focused on reducing violence, vandalism and disruption in schools. The network is supported by a cooperative agreement with the Office of Juvenile Justice Delinquency Prevention of the Department of Justice. It is operated by the Center for Human Services (CHS), a nonprofit organization located in Washington, D.C.

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Introduction

Information is power. And information about what is happening in school districts can produce positive results. For example, facts about the number and kind of incidents of violence and vandalism in a particular school district can help a school administrator and the community assess the situation and take appropriate steps for change.

Such facts are in short supply at this time, not only nationwide but also district by district—large, small, urban, suburban and rural.

Just as in the mid-1970s, when Senator Birch Bayh's Congressional subcommittee on juvenile delinquency could not determine the extent of crime in schools, so today the states, communities and legal agencies have the same problem. In many cases, school districts still do not have clear records of incidents of school crime.

True, most school districts have statistics on the number of students suspended and expelled in past and current years, perhaps the number of in-school suspensions and the number of students referred to juvenile court. But the facts on *what types* of incidents occurred, *how often* each type occurred, and *when*, *where*, *how* and *why* the incidents took place are spread through individual and confidential student files.

Why Better Records Are Needed

Urging schools to collect such facts are the U.S. Department of Justice and its National School Resource Network; a growing number of state attorney general offices; national associations of school security directors; and educators who have developed specialties in the field of school security.

These leaders agree that schools and school districts should keep detailed records on incidents of violence and vandalism in order to:

- **Plan for school safety and security.** Such records will pinpoint when, where and how persons and property are victimized so that plans can be made to strengthen security and improve safety. The planners need such information as: the number and types of incidents taking place at night, on weekends, during the school day—before classes, during classes, at class breaks and so forth; the common locations—halls, classrooms, offices, locker-rooms, outdoor areas; the type of personal property stolen; the kind of school property missing and vandalized and the dollar loss to the district. A study of this information can help administrators in developing policies and budgets for school security, allocating security personnel, assigning hall monitors, setting up systems to control keys and access to buildings and providing for and choosing alarm and electronic surveillance systems.
- **Plan policies and programs for better student control and the improvement of attitudes.** The records will also carry information about the general characteristics of victims and offenders and common circumstances surrounding violent incidents, including indications as to why the offenses were committed. Such information gives valuable clues to means for establishing better student control, needed changes in district policies and regulations, desirable new programs for students, staff and parents. For example, clues may point to the need to institute a closed campus, to revise class schedules, to involve parents in a drug and alcohol education program, to give teachers help on managing confrontation or to launch a broad-based effort to improve intergroup relations.
- **Evaluate success of efforts to reduce violence and vandalism.** Comparison of the records year after year permits the district to assess quantitatively the effectiveness of new security plans, systems and devices. It is the way that new programs and policies to improve student control and attitudes and intergroup relations can be evaluated. Continuing evaluation, based on solid information, is essential in making and keeping schools safe places and in protecting the public's investment in public education.

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- **Increase the accountability of the public schools to the public.** The community has a right to factual answers to questions about the extent of trouble in the schools. It has a right to expect that incidents of violence are examined, reported to the central administrative office and, as necessary, to the police; that records are being kept and analyzed so that steps may be taken to reduce or eliminate similar incidents in the future. This right and expectation of the public calls for accountability on the part of many people in the matter of reporting incidents of violence and vandalism—accountability on the part of victims, custodians, teachers, principals and other school staff up to the superintendent and for accountability on the part of the school board.

Why Crime in Schools Sometimes Goes Unreported

About two thirds of the assaults at school, more than two thirds of personal theft and robbery and almost three fourths of known property damages are not reported to police.* Why? Among the reasons most commonly given by superintendents:

District and school administrators hold back because they

- **wish to avoid unfavorable publicity**
- **sense that they will be blamed**
- **want to avoid a "hassle" in court**
- **think some offenses too minor to report**
- **prefer to rely on their own security and disciplinary system**
- **feel that the police and courts won't cooperate**

Teachers hold back because they

- **sense they will be blamed**
- **want to avoid a "hassle" in court**
- **fear retaliation by the offender**
- **have trouble distinguishing offenders from their victims**
- **don't want to stigmatize youthful offenders**

*** The figures are from the [illegible] School Study, made by the National Institute of Education at the request of Congress in 1978. The study presents extensive research on the amount and patterns of school crime.**

Essential for Records: Incident Reports

This publication focuses on a preliminary step that is essential in keeping records of violence and vandalism—that step is instituting a districtwide, uniform system for reporting vandalism and violent incidents.

Such systems have been slow in coming. The Bayh subcommittee, mentioned previously, and more recently other investigative committees, found that:

- Many school districts have no procedures for reporting incidents.
- Sometimes a district has procedures, but school personnel and students aren't aware of them.
- There's haphazard and inconsistent reporting by schools within districts; often serious incidents aren't reported.

However, some good incident reporting systems are in operation in districts throughout the country. (California and New Jersey now have statewide systems.) How do these systems function? What are the components of successful ones? Are they useful for medium-sized and small, as well as large school districts? The National School Resource Network asked the American Association of School Administrators (AASA) to explore these questions and make the information available.

This publication is the result. It is designed for school superintendents and their school boards and administrative staffs—particularly for principals and administrators in charge of pupil services, business affairs and safety and security.

The information it contains comes from administrators in selected school districts who described their reporting systems in detail and submitted reporting forms, written procedures, handbooks, annual reports and other documents. The reporting systems of five districts are presented as models. From other districts come 10 short reports, various tips and suggestions. Most of these districts, too, have well-developed reporting systems, similar to those in the models.

The districts whose incident reporting systems are offered as models range in enrollment from more than a million to 32,000 students, but features of the report systems are adaptable by any school district.

The five models set forth the who, what, when, where, how and why of reporting systems:*

- **Model 1**—Broward County School District, Ft. Lauderdale, Florida—"In developing an incident reporting system," said the administrator in charge of the district's security, "first consider how the incident reports will be used." This model describes the immediate and long-range uses of incident reports and explains why they are needed. It details the content of reports and the collection, summarization and subsequent use of the data. Also included: Broward County's incident report form and another form covering district property loss through theft and vandalism.

- **Model 2**—Washoe County School District, Reno, Nevada—In this model emphasis is on *who* is responsible for reporting—namely, the school board. The model presents board regulations on what must be reported, by whom, to whom; describes how the reporting system operates and is linked with reporting on disciplinary

* Before or after reviewing the model reporting systems, use the check list on page 7 to assess procedures in your own district for reporting violent incidents and for using the data derived from reports.

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matters. Also included: board regulations on alcohol and drug abuse, which were adopted as a result of information compiled from incident reports; the district's incident reporting form; a flow chart depicting how discipline reports work in tandem with reporting criminal incidents.

- **Model 3**—San Diego Public Schools, San Diego, California—In delineating the district's reporting system, this model stresses the usefulness of individual school security plans and the responsibilities of teachers, custodians and principals for reporting. California's state system for keeping records is part of the model. Included: the California four-page report form (as filled out for a six-month period for the San Diego schools). The last two pages of the form require districts to submit an accounting of the steps they are taking to reduce violence and vandalism.

- **Model 4**—Shawnee Mission Public Schools, Shawnee Mission, Kansas—This model describes how an unusual committee, whose functions include both due process hearings and evaluation for special education, develops and uses incident reports to get at the roots of students' problems and develop solutions. The account also offers a case study of the committee's handling of one hypothetical incident and a description of an alternative program that the committee recommended as a solution to the hypothetical student's problem.

- **Model 5**—New York City Public Schools, New York, New York—In this model, New York City's comprehensive regulation on "security in the schools" is recast for easy adaptation by any school district, anywhere. The regulation details responsibilities for school safety and security, requires each school to develop and update annually a school safety plan and provides clear direction on reporting violent incidents—what will be reported, by whom, to whom, when and how. Also included: New York City's incident reporting form; an accompanying article describing how incident reports are used in New York City to improve school safety plans, check on their implementation and design inservice programs for teachers and other staff members.

Reducing violence and vandalism in schools requires action on many fronts—safety and security, student discipline, the school climate, counseling, parental involvement, the curriculum. If remedial actions and programs in these areas are to achieve success, it's important to know: What, exactly, is the problem? Only if incidents and the details surrounding them are reported and analyzed can the problem or problems be pinpointed.

Considering its benefits, why is incident reporting inconsistent and slack? Every administrator interviewed for this publication pinned the deficiency on districts and schools wanting to protect their good names. But facts about school violence and vandalism are better than half-truths and untruths circulating in the community. Using the facts to build positive relationships with parents, the news media and the public is part of this publication's story.

Assessing Your Reporting System—A Checklist

Basic Characteristics

- ☐ The school board has a written policy requiring the staff to report incidents of violence and vandalism and the policy is made known to staff and students.
- ☐ Regulations establish clearly for principals and other school employees *what* must be reported, provide definitions, *how* reports will be made, and *to whom*.
- ☐ Standard forms are used throughout the district for reporting details of incidents.

Laws and Police Involvement

- ☐ State laws on reporting crime at school to police are made known to staff and students.
- ☐ The laws are being observed.
- ☐ There is agreement in writing on how the police and schools will work together.

Administration of Reporting System

- ☐ One person in the school system is assigned responsibility for coordinating incident reporting.
- ☐ Incident reports are monitored to achieve full and uniform reporting.
- ☐ Incident reports are studied for conditions giving rise to violence and vandalism.

Research and Planning

- ☐ Statistical information is compiled month-to-month, year-to-year from incident reports.
- ☐ Statistical summaries of incidents—the what, where, when, how—are examined to plan better building security and better student control.
- ☐ Statistical summaries—the what, who, why—are used in educational planning.

Public Relations

- ☐ The school system takes the initiative in giving information to the press on violence and vandalism in the schools.
- ☐ News releases stress how parents can help and what the schools are doing to increase the safety of children and the protection of property.
- ☐ Principals are provided with guidelines on responding to the queries of press, parents and others in the school community in the event of serious incidents and problems.

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Model Report System 1

The use of incident reports to control and reduce school violence and crime . . .

Broward County School District Ft. Lauderdale, Florida

Pupils: 135,000 **Schools:** 165

Superintendent: William T. McFatter

Security Director: Joseph I. Grealy

"To solve a problem you must understand what the problem is. That's why schools should document all important details on criminal acts and violence." Joe Grealy, past president of the National Association of School Security Directors, is sure of that. He also thinks that many school districts, large and small, are experiencing more woes than necessary because of inadequate incident-reporting and record-keeping.

Principals need help in these matters, he says. "That help needs to come from the top—from the school board and superintendent—in the form of directions on what and how to report. And they should make it clear how incident reports will be used and why good documentation is essential."

To What Purpose?

A school district developing or refining an incident-reporting system first needs to consider how incident reports will be used. Grealy therefore started with that point in describing Broward County's reporting system.

Incident reports, he emphasized, are the district's *official written record* of all criminal incidents that take place on school property or at school-sponsored activities, of all incidents involving personal threat or injury, regardless of apparent seriousness and of all incidents involving property damage or loss. That written record has many immediate uses.

- **By the superintendent**—to inform the board and others who need to know of the facts of the case;
- **By principals and other administrators**—to initiate and carry through administrative action—for example, a principal may use it in suspending a student, in referring a student for special placement or recommending expulsion;
- **By district security investigators**—as grounds for arrest or referral to police;
- **By principals and district administrators**—to offer evidence in school board hearings;
- **By the board and individual employees**—in the prosecution or defense of a criminal or civil suit;
- **By the board**—in seeking restitution for damages to school property;
- **By the district's business department**—in placing insurance claims;
- **By security investigators and police**—in further investigation of unsolved incidents and in recovering lost and stolen property (reports furnish descriptions of suspects, identifying markings and serial numbers of stolen property, names and statements of witnesses);
- **By the superintendent, public information officer and principals**—in answering questions of the public or press;
- **By security, the maintenance department, school custodian and others**—to take an immediate step to correct an unsafe situation.

To provide for these uses, Grealy points out, the reporting system must cover incidents in which outsiders, the staff or the school district itself, as well as students, are the alleged wrong-doers. Incident-reporting in Broward County includes any situation resulting in an injury requiring medical attention and all serious allegations against employees. "Months after an incident," says Grealy, "a principal or teacher may have to disprove unfounded allegations—perhaps inadequate supervision—and the school board may have to respond in a costly civil suit for damages."

Planning for Safety

The documentation of incidents in Broward County also provides the basis for planning ways to improve school safety and security.

Each report is scrutinized by the security director and

others for the suggestions it offers. And the information it contains is coded and key-punched for the computer.

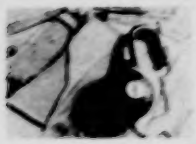
Input data for the computer includes:

- Date of incident
- School facility
- Alarm system (yes, no)
- Location within facility (one of 19 locations to be entered)
- Type of incident
- Time of incident (day, night; weekend, during week, holiday)
- Number of people involved
- Police notified (yes, no)
- Suspect charged (yes, no)
- Results (entries include parent conference, administrative action, arrest, types of court action, "no suspect")
- Offender (sex, race, age)

Additional details are fed the computer when there has been loss or damage to school property:

- Type of equipment or property
- Value
- Recovery (yes, no)
- Restitution (yes, no); amount
- Insurance (yes, no); amount

Short Report . . . from Oregon



Security Officers Leave Calling Cards With Schools' Neighbors

When school is out for summer months, school security officers in Portland, Oregon, call on school neighbors. They tell them about the cost of vandalism to the schools and taxpayers and how they might help. On departing, they leave with the resident a vandalism hot-line card, which says:

> The vandalism hot-line program solicits your cooperation as a neighbor living in the area by asking you to call the school police office (248-5703) to report any vandalism or any other suspicious activity. You need not identify yourself and you can call anytime of the day or night.

Note: Hot-lines and friendly school neighbor plans were among tactics for reducing vandalism and theft mentioned frequently by superintendents and security chiefs interviewed for this report.

Computer printouts are made for each school and the district as a whole monthly and annually. The board, superintendent, all district departments and principals use the printouts as a basis to design remedies for the problems highlighted.

For example, the internal affairs department uses the report to identify schools that should be equipped with special alarm systems (will the cost be worth it?); to deploy security personnel where they are most needed; to recommend changes in lighting, entrances, hallways, landscaping, etc., that will make a school building easier to supervise and secure; to institute improved key control; to determine the extent of losses and property recovered.

District administrators, security officers and principals examine the reports to identify the major crime problems of the district and individual schools. Is it theft among students? Assault? Are assaults racially motivated? Are alcohol problems growing? Where is more teacher supervision needed? What types of new student and parent awareness programs should we develop? Has the drug prevention program brought good results?

The printouts give principals a sharp picture of what is happening in their schools. The summary sheet zeros in the problems that need attention.

The printouts do much to tell the superintendent and board where new policies and regulations are needed. The Broward County school board has just adopted new policies and regulations on drugs and alcohol as a result of information from incident reports.

Procedures and Reporting Forms

In effect, the board's policy calls for reporting all serious incidents of violence and vandalism to security, and criminal incidents to police. "Security" in the school system consists of the security director, security specialists—who are regular support staff members serving high schools and some middle schools—and eight deputized security investigators. Two investigators are assigned to each of the four areas into which the county is divided for school administrative purposes. The investigators work with the schools having no security specialists, and in schools with a security specialist, the investigators take charge of particularly serious incidents.

Most of the paperwork in connection with criminal acts and serious incidents (but not paperwork relating to disciplinary action) is done by security personnel. This encourages principals to report, Grealy believes. Several different forms are used, depending on the situation.

For example, when the security office or specialist gets word of an incident that may have to be investigated, a simple tentative form is used. It offers space for:

- Name of complainant, address, telephone
- School; title (if employee)
- How complaint was received; time, date
- Facts of complaint
- Action recommended; investigator

Upon cursory examination, some complaints are found to be within the principal's domain; some are found to

be rumors, invalid or negligible. Otherwise the incident is investigated by security personnel.

The investigator details the facts in a "case report"—the core of the reporting system. A standardized case report form is used for all incidents except those that involve allegations about employees. (See case report form, page 12.*)

If the incident involves school property—theft, destruction, damage, loss—the principal also makes a report. This report provides the details needed by maintenance to repair damages; by risk management to establish liability and insurance claims; by property and inventory control to replace equipment; and by the internal affairs department to pursue the investigation further and to seek restitution for damages if the offender is identified. (See property incident report form, page 13.**)

A special narrative format is used by security investigators to report on incidents that involve allegations of wrongdoing on the part of employees. The format provides sections for:

- Record of personal history (background information and employees experience with school system);
- Basis for investigation (the allegation; the particular school board policy, state or federal statute alleged to have been violated and/or otherwise applicable);
- Results of investigation (all information collected that substantiates or disproves the allegation).

These reports are turned over to the superintendent and board attorney for possible administrative action, hearings and/or use in court.

Letting the People Know

Statistics generated by the computer for the district as a whole are made public; those for individual schools are used largely within the school. While reports on individual schools are considered public information, Grealy says, the school district doesn't go out of its way to compare publicly one school against another.

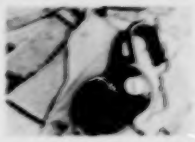
In releasing figures, the district emphasizes measures that are being taken to improve situations. For example, a recent annual report on incidents, made available to the media, gives comparative figures on types of incidents for the current and past year, comparative dollar losses through theft, arson and vandalism, and numerous ten-year graphs. Then concludes with concrete plans for the future:

> For the coming year, the local Criminal Justice Planning Council has funded two school-related programs . . . a police/school liaison program for elementary and middle schools in Coral Springs, Margate and North Lauderdale aimed at prevention of delinquency . . . and a pilot truancy program for some schools in the south area. . . . The youth awareness program dealing with drug and alcohol abuse in the middle schools will be continued . . . The school board has authorized the placing of mobile homes on school grounds in an effort to deter trespassers and vandals starting. . . .

*The case report form of the Broward County School District included is only one of several reporting forms used in the district.

**In the Broward County School District, principals are required to notify the police and security department in all cases involving illegal entry, theft of or serious damage to school property, and are responsible for filling out the report form. The maintenance department provides details on repair/replacement costs on the back of the form.

Short Report . . . from Missouri



Administrators Review School Safety Reports Each Week

The incident reporting system in the Columbia, Missouri, public schools (enrollment, 8,000) works well, says Superintendent Russell Thompson, because there is overall coordination and because principals have the support they need from central office administrators and the school board.

For that coordination and support, Thompson considers it important to include the director of security and safety in the top echelon of district administrators. The security director attends the superintendent's weekly meetings of top staff. Part of the weekly agenda is a review of student offenses reported by principals and consideration of trends and preventive measures.

School principals submit incident reports to the director of security and safety and, when the situation warrants, to the police. Reports considered at the weekly staff meeting cover incidents reported to the police or juvenile justice center and those resulting in corporal punishment, suspension or a recommendation for expulsion.

Note: In most districts queried for this report, the head of security was either responsible to the superintendent or to an assistant superintendent in charge of business operations or pupil personnel services. Security directors seemed to have no strong preference about "chain of command," provided that security didn't become a function of the maintenance department. "If that happens," one security chief warned, "student and staff safety becomes secondary to property protection."

Broward County School District
Case Report Form

CASE TITLE

The School Board of Broward County, Florida
DEPARTMENT OF INTERNAL AFFAIRS
1320 Southwest Fourth Street
Fort Lauderdale, Florida 33312

Case No. _____

Security Report No. _____

Police Case No. _____

School	Address	Area	Date	Time

Complainant	Address	Phone	Age	Sex	Race	D.O.B.

Reported by	Address	Phone	Age	Sex	Race	Occupation

Witnessed by 1	Address	Phone	Age	Sex	Race	Occupation

Witnessed by 2	Address	Phone	Age	Sex	Race	Occupation

Date of Occurrence	Time of Occurrence	Weapon (if any)	Vehicle Description (if any) – Stolen Property Description

Parent's Name	Address	Phone (home)	Phone (business)	Parents Notified ☐ Yes ☐ No

Nature of Injury (if any)	Treated by	Disposition

Name of Police Agency	Officer's Name	Police Notified ☐ Yes ☐ No	Disposition ☐ Arrested ☐ Transported ☐ Released ☐ Other

Name of Person Arrested	Age	Sex	Race	Address	D.O.B.	School

Name of Person Arrested	Age	Sex	Race	Address	D.O.B.	School

DETAILS:

Name of Investigator	Date	Area	Supplement ☐ Yes ☐ No	Case Status ☐ Closed ☐ Open

#4207

Broward County School District
Property Incident Report Form

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

PLEASE FORWARD FIVE COPIES AS FOLLOWS:

WHITE	Maintenance & Operations Department
GREEN	Security Office
GOLDENROD	Insurance Department
BLUE	Property & Inventory
PINK	School File
YELLOW	Area Superintendent

No. _____

Date _____

NOTE: **Please list names of all suspects and/or witnesses on reverse side of GREEN COPY ONLY.**

GENERAL INFORMATION
(Answer ALL Items)

SCHOOL _____

Date and time of incident _____

Was entry made into any part of the building? _____ Which Police Dept. was called? _____

Custodial hours necessary to clean up? _____ Name of investigator _____

Was Maintenance called? _____ Work Order Number assigned _____

_____ Willful damage _____ Theft _____ Carelessness Other: _____

SPECIFIC DETAILS OF LOSS OR DAMAGE (Where, What, and How) _____

MATERIAL AND EQUIPMENT STOLEN, DESTROYED, OR DAMAGED

No. of Items	NAME OF ITEM	DESCRIPTION (Model, serial number, etc.)	(CHECK ONE) Stolen	Destr.	Dam.	Purch. Year	Purchase Price

_____ _____

Person preparing report — Principal's Signature

BUS VANDALISM REPORT

School Bus No. _____ Bus Operator's Name _____

Type of Damage _____ Did incident occur on regular run? _____

To or from what school were students being transported? _____

_____ _____

Person preparing report — Principal's Signature

CAT. NO. 18100

13

Model Report System 2

Ways in which a school board regulates incident reporting—How incident and discipline reports are coordinated . . .

Washoe County School District Reno, Nevada

Pupils: 32,000 **Schools:** 61

Superintendent: Leonard F. Dalton

Chief Security Officer: Chuck Gaw

"School administrators," Security Chief Chuck Gaw says, "must learn to look on reporting incidents of violence as one of the tools necessary for making and keeping schools safe places for children.

"A reporting system works to everyone's benefit if principals report *all* serious offenses and do not engage in selective reporting or try to sweep things under the carpet. Honest reporting allows a true evaluation of the situation so that the immediate problem can be taken care of properly and remedial plans made for the future."

Gaw says that Washoe County's security and safety program—and reporting system—is effective because school administrators, school security personnel and police have learned to work together without fearing one another.

Behind Full Reporting: The Board

The school district's plan for full reporting has strong support from the school board. The board has put reporting requirements and procedures in writing. One regulation states:

> An incident which constitutes the commission of a criminal act shall be reported at once to the law enforcement agency of jurisdiction and the district security officer. The student's parents shall also be notified, if possible. Disciplinary action will be taken by the district whether or not criminal charges result.

The same regulation lists acts that violate state or local ordinances. Although some are deleted below, this listing includes definitions and legal references:

- Arson
- Assault
- Battery
- Burglary
- Disturbing the peace
- Extortion, blackmail, coercion
- False fire alarms and bomb threats
- Gambling
- Larceny
- Loitering
- Profanity
- Robbery
- Trespass
- Alcohol and drug abuse
- Vandalism and malicious mischief
- Weapons
- Acts violating other state criminal laws or local ordinances at school or school-sponsored events.

Another regulation gives further specifics on notification of law enforcement officials and the district's security personnel ("peace officers," who under Nevada law have power to arrest on school property):

> . . . . The district's security office will provide assistance in controlling student behavior and will act as a liaison between the district and local law enforcement agencies. In general, these agencies will be called upon to assist in handling situations involving theft, physical danger or dangerous search or seizure. . . . When emergency conditions require the school to take action before the arrival of an officer, a follow-up referral will be made to the appropriate agency. . . . Any call for assistance to investigate an offense occurring on school district property or at a school district-sponsored event will be immediately followed by

the completion of an officer's report which shall be prepared by campus or district security officers. (Note: "Campus" security officers serve most high schools and some middle schools; officers working out of the central security office for the district serve other schools.)

How the Reporting System Operates

Except when immediate help is needed and police are nearer than security officers, principals first notify school security of incidents that appear to violate law. A security officer then makes a preliminary investigation, consults with the principal and notifies the local law enforcement agency if this action appears warranted. The security officer fills out the offense report form and submits it to the district office. (See page 18 for offense report form.*)

If an incident involves a suspected violation of law, security conducts the investigation, not the principal. It is security's responsibility to ensure that suspects understand their constitutional rights and to inform a student's parents that the student will undergo questioning in connection with suspected criminal activity.

Even though no violation of law is involved, security officers also file offense reports on infractions of district and school rules when serious incidents come or are brought to their attention.

Offense Reports Link with Discipline Reports

Additional school board policies and regulations cover discipline—including who will take action and to whom it will be reported.

A board regulation on disciplinary reporting procedures meshes with the one on reporting offenses that violate law. The procedures—shown in the form of a flow chart on page 19**—require that the principal consult board policy in regard to the particular type of infraction or offense. Different streams of reporting are followed if the incident involves students from only one, or more than one, school; if the incident "threatens the property, health or safety of any person" or if it warrants a suspension of more than ten days. However, all reports of misconduct and disciplinary action are filed eventually with the department of student services.

The security chief receives copies of discipline reports. Gaw examines the discipline reports for two reasons.

First, the reports and monthly summaries provided by the student services department tip him off to trends of misconduct, and perhaps law violation.

Second, they permit him to check whether all incidents that involve violation of law have been reported. He compares discipline reports with his department's offense reports. If a student is suspended because he struck and

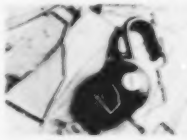
*Only the first page of the report form used by Washoe County School District, Reno, Nevada, is given. A second page is required, giving additional information as applicable on:

1. Suspects—including identification and reason for listing
2. Witnesses—including identification, reason for listing, and what they can testify to
3. Weapons-force-means used/listing of items of loss
4. Extent of injuries and treatment/means of entry
5. First aid or medical treatment/means of exit
6. Material evidence—list of items; how and where obtained; how and where secured and disposition
7. Constitutional warnings
8. Statements of suspects (both oral and written)
9. Details of offense (investigative details)
10. Instructions to victim
11. Additional information (including special units or agencies notified)
12. Disposition of case

The report form serves as a checklist in guiding officers in the investigation of incidents. The report may be used as an arrest report for adults; an additional "juvenile citation" form is used for referrals to the Juvenile Probation Department.

**This flow chart depicts procedures used in Washoe County, Nevada, for taking and reporting disciplinary action. The procedure works in tandem with reporting incidents that violate local and state criminal laws.

Short Report . . . from Ohio



Flip Chart Gives Directions For Reporting Emergencies

Accident—assault—bomb threat—civil disturbance—fire and so on through the alphabet of possible school emergencies: A flip chart used in the Dayton, Ohio, public schools tells school personnel what to do in case of each. The chart is posted in five locations in each school: main office, principal's office, assistant principal's office, custodian's area, food service area.

Usually the first or second action required is "Call Action Information Center (phone number given)." Operated by the security department, the center receives calls for help and coordinates the action of city safety departments and of the school system. It also serves as a rumor control center, providing information to the public about emergencies.

Principals are required to report the following offenses to the center immediately:

1. Assaults on teachers
2. Assaults on students (where numbers of students are involved)
3. Assaults on persons other than students and teachers
4. Weapons offenses
5. Intoxication, possession of alcohol
6. Narcotics offenses
7. Thefts of school equipment; thefts of personal property worth more than $20
8. Bomb threats

Bus drivers use two-way radios to report to the center any disturbance on school buses.

injured another student and that incident isn't in the offense report file, he knows that something that should have been reported to security wasn't. Even though late, a security officer will investigate such an incident and file an offense report.

Monthly, Annual Summaries

Information on the offense reports gathered in the district is tabulated regularly. Summaries on type of offense, by school, are sent monthly to the superintendent and board, who make them available to all district departments and schools, employee associations and groups, the media and general public.

"The board and district administration believe in an open door policy in regard to what is going on in the schools," Gaw explains. Certain information involving juveniles cannot be released, however. And school personnel wait to release other information until the investigation is complete. "But our monthly and annual summaries are public information," Gaw says.

Getting at the Real Problem

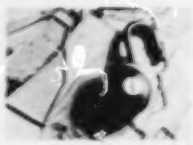
With nearly full reporting of offenses, Gaw says the district is getting a true picture of illegal and disruptive activity taking place in the school system. This information helps the board, administration and school staffs answer some basic questions: Is the problem with the student? Is the problem with the school? Is the problem with supervision? Is the problem with inadequate security, security devices?

Several years ago, for example, offense report summaries showed increasing alcohol abuse. Administrators examining the incident reports reached the conclusion that any effective remedial approach ***had*** to include parents and ***their*** attitudes toward alcohol. The school board then enacted a regulation applying to students who use or are under the influence of alcohol or drugs at school.

To reduce instances of alcohol abuse on school property and at school functions on the part of ***both*** students and adults, the district also tightened up reporting procedures and established greater consistency districtwide in the action taken. It should be noted that in order to properly address the issues and concerns of alcohol abuse, security personnel and administrators will need to work closely together.

Security officers and school administrators must work together. That point can't be overemphasized, says Gaw. One way such cooperation gets off to a good start in Washoe County is through a one-week inservice program on school safety and security held just before the beginning of each school year. Security officers are required to attend, school principals are urged to take in many if not all sessions and teachers are invited.

Short Report . . . from Maine



Night Custodians Curb Vandalism; If Any Occurs, *We Tell Everybody*

Two years ago, Administrative School District 11 in Gardiner, Maine (enrollment, 2,500), had the typical problem of many small school districts. Its nine schools spread out in rural communities were beset with vandalism. Since the damage occurred almost entirely at night, the school board instituted around-the-clock coverage of those schools experiencing the most problems (high school, junior high, middle schools). This was done at almost no extra cost to the district by having the custodians do their regular custodial work at night.

The school board's action, Superintendent Merle Peacock reports, was taken with as much fanfare as the school board and school staffs could drum up: "We went to the newspapers, to PTAs and PTOs making our problem known and getting parents to care. We aimed at building community pride in the schools, and it worked."

With custodians on a night shift and more parents caring, schools in the district now have next to no vandalism, Peacock says, and—"if any incident does occur, we discuss it publicly at the next school board meeting and tell everybody."

Washoe County School District
Offense Report Form

WASHOE COUNTY SCHOOL DISTRICT
SECURITY DEPARTMENT
OFFENSE REPORT

CASE #

Type of Case:
___ Administrative Action
___ Misdemeanor
___ Gross Misdemeanor
___ Felony
___ Information Only

Arrest: Yes__ No__
Number of Adults____
Number of Juveniles____
Citation Issued: Yes__ No__
Number of Adults____
Number of Juveniles____
Case: Open__ Closed__
Unfounded_____

OFFENSE REPORTED BY:(If Other Than Victim)

Name

Address

Phone Number

Referred to Outside Agency:

R.P.D. Case #_____

S.P.D. Case #_____

W.C.S.D. Case #_____

OTHER:_____

Extent of -
Damage _____ Injury_____
Minor _____ Major_____
Critical_____

(Describe in Details Section)

Estimated Loss:
$_____
(Describe in Details Section)

DATE: | TIME: | CASE NO.

SCHOOL: | ADDRESS: | PHONE:

TYPE OF INCIDENT:

LOCATION OF INCIDENT:

VICTIM: | DOB: | PHONE:

VICTIM'S ADDRESS: | CITY:

VICTIM'S PARENTS NAME: | NOTIFIED: Yes__ No__

VICTIM'S PARENTS ADDRESS: | PHONE:

SUSPECT'S NAME(If known): | DOB:

SUSPECT'S ADDRESS: | PHONE:

SUSPECT'S DESCRIPTION: SEX: M F | RACE: | AGE:

HEIGHT: | WEIGHT: | BUILD: | HAIR: | EYES:

CLOTHING WORN:

IDENTIFYING MARKS:

SUSPECT'S VEHICLE DESCRIPTION: | LICENSE NO. | STATE

ADDITIONAL INFORMATION:
- Key Use: V - Victim S - Suspect S/J - Subject I - Informant
W - Witness (List all categories together)

	Name	Address	DOB
☐			
☐			
☐			
☐			
☐			
☐			
☐			

DATE REPORT FILED: | OFFICER: | BADGE NO.

APPROVED BY: | DATE:

PAGE____ OF____ PAGES

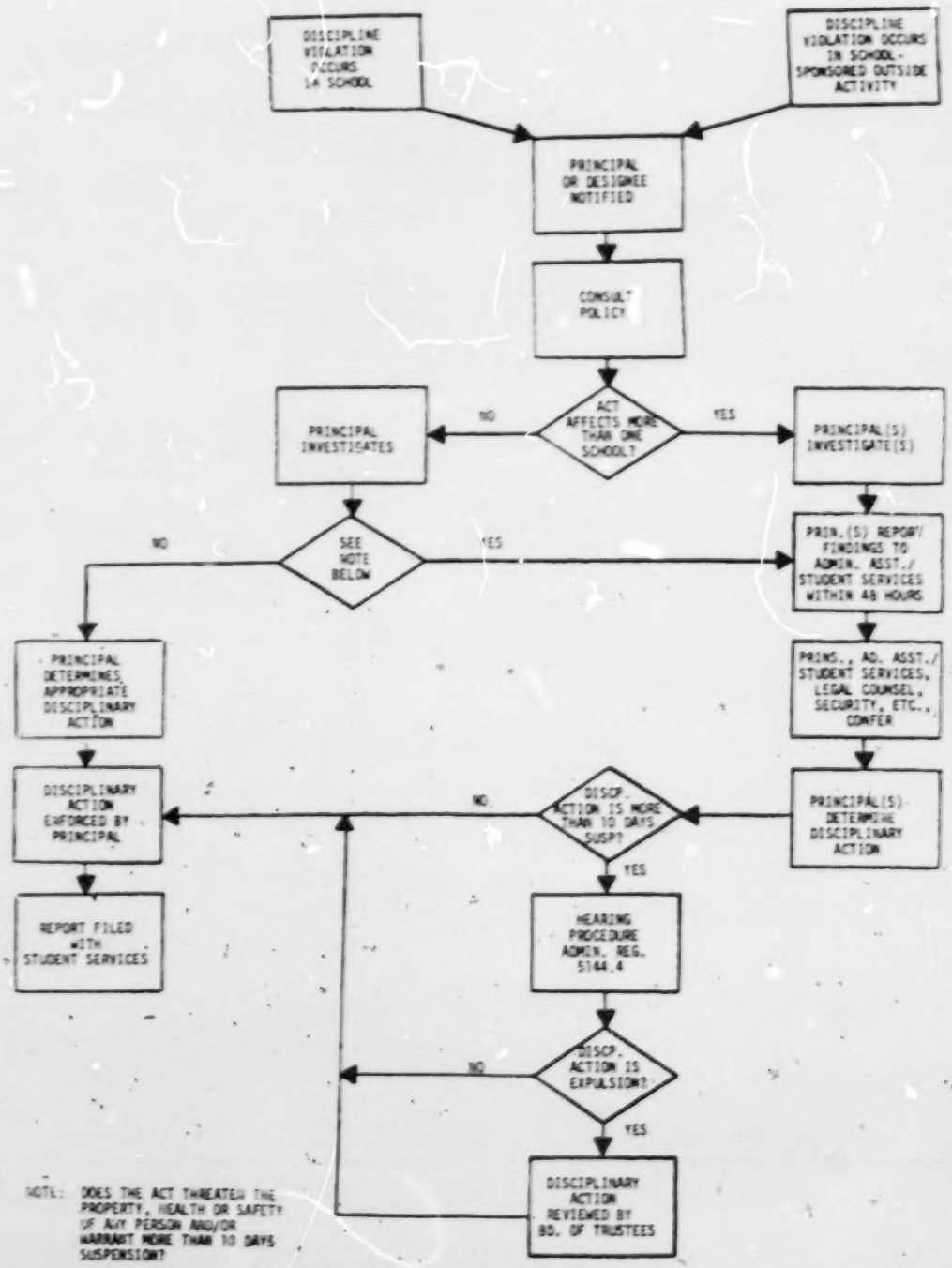
WCSD 701 REV. 1/80

Washoe County School District
Reporting Procedures Flow Chart

ADMINISTRATIVE REGULATIONS

DISCIPLINARY REPORTING PROCEDURE

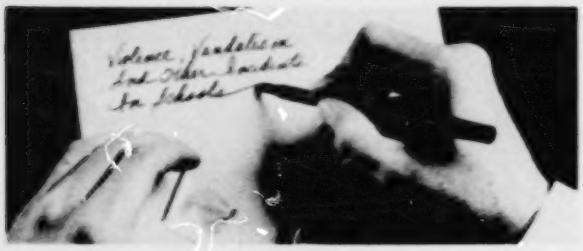
5144.3(b)


DISCIPLINE VIOLATION OCCURS IN SCHOOL
DISCIPLINE VIOLATION OCCURS IN SCHOOL-SPONSORED OUTSIDE ACTIVITY
PRINCIPAL OR DESIGNEE NOTIFIED
CONSULT POLICY
ACT AFFECTS MORE THAN ONE SCHOOL?
NO
YES
PRINCIPAL INVESTIGATES
PRINCIPAL(S) INVESTIGATE(S)
SEE NOTE BELOW
NO
YES
PRIN.(S) REPORT FINDINGS TO ADMIN. ASST./ STUDENT SERVICES WITHIN 48 HOURS
PRINCIPAL DETERMINES APPROPRIATE DISCIPLINARY ACTION
PRINS., AD. ASST./ STUDENT SERVICES, LEGAL COUNSEL, SECURITY, ETC., CONFER
DISCIPLINARY ACTION ENFORCED BY PRINCIPAL
DISCP. ACTION IS MORE THAN 10 DAYS SUSP?
NO
PRINCIPAL(S) DETERMINE DISCIPLINARY ACTION
YES
REPORT FILED WITH STUDENT SERVICES
HEARING PROCEDURE ADMIN. REG. 5144.4
DISCP. ACTION IS EXPULSION?
NO
YES
DISCIPLINARY ACTION REVIEWED BY BD. OF TRUSTEES

NOTE: DOES THE ACT THREATEN THE PROPERTY, HEALTH OR SAFETY OF ANY PERSON AND/OR WARRANT MORE THAN 10 DAYS SUSPENSION?

Adopted: 8-22-78

Model Report System 3



How individual school security plans foster full, prompt reporting—and a description of California's report system . . .

San Diego Public Schools — San Diego, California

Pupils: 120,000 — **Schools:** 177

Superintendent: Richard C. Wallace, Jr.

Security Services Director: Alex Rascon, Jr.

"In any school, the key people in reporting incidents are teachers and custodians," says Alex Rascon, "but the key people won't know what or how to report unless the school has a system for reporting and encourages people to use it."

Recently each school in San Diego has been required to develop a written security plan. The plans must include instructing staff and students on incident reporting, and the instructions must fit in with district procedures and requirements.

District Plan in Brief

All schools in San Diego must report certain acts to the district security department. These are defined in a summary of administrative procedures and laws (state and municipal) pertaining to school disorders.

Incidents—as set forth in the summary—are reported by principals and, in some cases, by others—to on-site security agents in those schools that have them; in other schools, reports are made by telephone to the central security office and immediately a security patrol is sent to investigate. (Security officers have the status of peace officers in California and may make arrests on school property or at school functions).

Security officers make out the incident report. They use the same crime report forms that are used by all school security officers and all police in the San Diego region—forms developed cooperatively by the region's law enforcement agencies. These include a crime/incident report, an arrest/juvenile report and an additional report on certain types of incidents.

Under arrangements with the San Diego police department, the police take primary responsibility for making arrests in cases of crimes in schools against persons. And for all felonies committed in the schools and misdemeanors involving injury, the school security officers notify the police rather than making arrests themselves. Security officers also send reports directly to the district guidance department for the following crimes involving student suspects: unprovoked assault involving injury or use of weapons; serious threats against school personnel; selling or furnishing drugs; other activity whenever a superintendent's investigation is requested.

Note: Under California law, it is a misdemeanor for a principal or other supervisor not to report to appropriate law enforcement officials a known incident in which an employee is attacked, assaulted or menaced by a pupil.

School Security Plans

Well-developed individual school security plans, approved by the security department, are helping the district reduce under-reporting and late reporting by the school staff.

"We know there has been under-reporting," Rascon says. "Immediately when an on-site security agent is assigned to a school for the first time, the reports on criminal offenses in that school jump. Sometimes by as much as 90 percent. The jump comes because the security agent has encouraged the principal, teachers and students to report. Previously only incidents of the most violent nature and major thefts and vandalism of school property had been reported."

Rascon expects individual school security plans to foster prompt reporting of theft and therefore increase the chances of recovering the stolen property. "You're not going to apprehend the culprit or recover stolen school

property if you discover it is missing only when you take inventory at the end of the year," he explains.

Rascon and other security directors interviewed emphasized full inventories, regular inventory checking and good housekeeping as essentials for detailed and prompt reporting of theft of school equipment. Their composite suggestions (and complaints) went like this:

> You would think that all school equipment would be inventoried, identified and listed by number—and that all expensive items would have some kind of an identifying mark on them and the name of the school district. That isn't so. To improve recovery of stolen items, you have to start by making sure that you have a full inventory of equipment and that each piece is indelibly marked with a number and as the property of the school.
>
> Annual inventories are useless for security purposes. Daily checks must be made by custodians, teachers and other staff members who are responsible for expensive equipment, office machines, laboratory and shop equipment, electronic devices, TV sets, audiovisual equipment, musical instruments. Daily checking won't be easy with disorderly storerooms, closets, shelves. Every expensive piece of equipment should have its own place in an orderly arrangement so that it would be conspicuous by its absence.

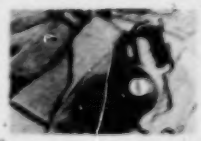
The least reported crimes in schools, Rascon says, are those committed by students against students, particularly theft. If a student's watch is missing after gym period and the student tells the teacher, the incident may be shrugged off. The loss of a jacket or lunch money may get the same response.

Rascon and his security staff urge principals and teachers to take these incidents seriously and report them. "The *reported* incidents of personal theft in the school may go up, but they need to be reported if the principal, staff, students and parents are going to work together to deter stealing."

As with stolen school property, prompt reporting of stolen personal articles aids in their recovery. "Much of the time," says Rascon, "stolen personal items will still be on school property at the time the loss is reported—not necessarily on a student's person, but usually dumped in a trash basket, a corner or outside under a bush."

There's a thin line between a student's losing something and having it stolen; between a student's stealing something and finding it. For this reason, principals, custodians and security should coordinate theft reporting, lost-and-found procedures and the disposition of articles that have been found.

Short Report . . . from Washington State



Incident Reports Give Clues to Conditions Breeding Trouble; Parking Lot Use is Curbed

"Examine incident reports for what they tell you about conditions breeding student offenses," advises Charles P. O'Toole, supervisor of security for the Seattle Public Schools (and on the workshop staff of the National School Resource Network).

One example: A large number of student offenses in Seattle were taking place on high school parking lots.

Faced with this fact, the Seattle school board tightened up its regulation on school use of automobiles, stating:

> An increasing number of high school students are driving cars to school. This creates a parking problem and creates a control problem. The temptation to take a ride during school time, visit another school or just ride around invites an accident . . .
>
> The security office shall institute an auto registration program in each high school which shall require identification of ownership and the reason for need of a car at school. . . .

Gathering and Releasing Information

The San Diego school security department is responsible for compiling monthly and annual summaries on types of crime committed in schools, the number of incidents reported, the cases resolved and the arrests made—along with many details. Summaries made in cooperation with the business services division establish the monetary loss to district.

Although comparative figures are maintained month-to-month and year-to-year, only those for the district as a whole are made public by the school board through the superintendent's office.

"Crime knows no boundaries," says Rascon. "We find that no good purpose is served by releasing comparative school building figures."

Principals, however, receive the figures for their own schools, along with the district summary, which they use in working with the staff, students (usually the student council) and parent groups.

The principal is also in charge of releasing public information pertaining to particular incidents within the school, in accordance with general school board policy. However, if an incident is particularly serious, the district's public information officer will be on the scene to help. The principal, a security representative and the information officer will work together in providing for the

release of factual information to the media. The principal also is responsible for control of rumor within the school and will provide the facts to the staff, who will share them with students.

Ties with the State Plan

In San Diego, as elsewhere in California, the details recorded on violent incidents in the schools must provide the data required for submitting semiannually to the state department of education a "school-related crime data report." (Reporting school crime on a statewide basis was mandated by the California legislature, effective 1980.)

Short Report . . . from North Carolina

Manual Gives Procedures for School-Police Cooperation

In the Burlington, North Carolina, City School District (enrollment, about 8,000), Superintendent J.E. Surratt has issued, together with the police chief, a manual on school-police cooperation to all school principals and police officers.

The manual covers situations where principals and police need to coordinate their procedures; for example:

- Criminal offenses in the schools (what incidents to report to police and how to report)
- Police interviews at school, examination of student records, arrests
- Handling of crowds and disturbances at athletic events
- Bomb threats (how police will be notified and respond)
- Unauthorized persons on school property (action to be taken by principal; subsequent action, if needed, to be taken by police).

Surratt meets with the police chief annually to review the manual, consider problems that may be developing and revise procedures as needed.

Note: Many districts queried for this report had developed, in cooperation with local police, policies and procedures for the situations listed. In addition, the larger districts usually had procedures for notifying police in event of mass disruptions (and for handling disruptions). Providing a collection of such policies and procedures in a special manual for principals and police officers makes them easily accessible to the persons needing them most.

As Part I of the three-section report to the state, data must be submitted on four types of incidents:

1. Crimes against property—number of incidents involving school property by dollar loss; by during/not during school hours; by the following types of incidents: burglary, larceny, arson, broken windows and other vandalism
2. Crimes against persons—number of incidents involving victims among students, teachers and other staff by location (hall, classroom, parking lot, restroom, recreation/PE area, cafeteria, other, off campus); by the following types of incidents: homicide, sex offense, assault, robbery, threats, other
3. Crimes against persons involving use of weapons—number of incidents involving victims among students, teachers, other staff
4. Victimless crimes—number by incident type (weapons possession, bomb threat, use of drugs/alcohol, other)

Further data required by Part I are break-downs of the types of victims against the types of offenders (students, nonschool persons, teachers, other staff members, gangs, other); and frequency of incidents as to day of the week. (See pages 24-27 for San Diego's report form.*)

Part II of the report calls for statistics on security devices and personnel and on staff development. Figures are submitted for number of schools with surveillance equipment (special lighting, building alarm systems, personal alarm devices, on-site residences, video monitors); on capital outlay for such devices; on personnel (security guards, security aides)—and for each item, cost for period and estimate of effectiveness (low, average, high). Data requested on staff department cover training in law enforcement, self protection techniques, conflict management, law-related education (for staff), the number of staff in each program, effectiveness of each program and cost.

Part III reports the types of student programs aimed at crime prevention and their effectiveness. The first set of items calls for the number of students in special counseling programs (for disruptive youth, habitual truants, reentry students, other) and rating these programs as to value. The second set requires rating the effectiveness of nine crime prevention approaches and giving figures on number of students and costs involved for each.

Completed for a six-month period, the state-required report offers San Diego and other school districts in California a good look at both crime within their schools and what they are doing to combat it. On a statewide basis, the data give the state department of education, the school safety center of the state justice department and the legislature some information to help in the development of legislation and programs to reduce school violence and vandalism.

*The four-page form of the San Diego Public Schools, San Diego, California, is submitted semiannually by all school districts in California to the state department of education. The figures on the form are the actual statistics for San Diego.

San Diego Public Schools
Semiannual Incident Report Form

School Attendance and Environment Improvement
State Department of Education
Form No. SAE-100 (Rev. 3-81)

Reporting period February, 1981, - June, 1981

County district code: 37 68138

From: Thomas A. Goodman
District superintendent

To: Gerald A. Rosander
County superintendent

I. Incidence of Crime	Number of incidents (1)	Dollar loss (2)	Total number of crimes committed: During school (3)	Total number of crimes committed: Not during school (4)
A. Crimes against property				
1. Burglary	177	(A)	20	157
2. Larceny	254	22,206	178	76
3. Arson	10	332		10
4. Broken windows		39,022		
5. Other vandalism		(B)		
6. Other (specify) Property Damage	203	69,717	111	92
Total, crimes against property	644	131,277 *	309	335

Comments

Dollar loss figures are only for February throu May.

(A) District loss figu do not distinguish property loss figu due to burglary fr those due to larce

(B) Vandalism losses a included under Pro- perty Damage losse below.

* Dollar loss for February through M

B. Crimes against school personnel and students	Number of student victims (1)	Number of teacher victims (2)	Number of other school staff victims (3)	Total number of incidents, by location: On school campus: Hallway (4)	Classroom (5)	Parking lot (6)	Restroom (7)	P.E./rec. area (8)	Cafeteria (9)	Other (10)	Off school campus (11)
1. Homicide											
2. Sex offense	3			1				1		1	
3. Assault	23	13	3	6	16			3	2	12	
4. Robbery	1										1
5. Threats		18	4	4	17			1			
6. Other (specify)											
Total, crimes against school persons	27	31	7	11	33			5	2	13	1
C. Total, crimes against persons involving use of weapons	1	1	1								

San Diego
Report Form, Continued

D. Victimless incidents (If specific statistics are not available to complete items 4 and 5, report estimates.)

1. Weapons possession: 15
2. Bomb threat: 11
3. Possession of drugs/alcohol: 71
4. Use of drugs: 2
5. Use of alcohol: 2
6. Other (specify): _____

Total, victimless incidents: 101

Comments (Explanatory remarks)

E. Victim-offender matrix of crimes committed

Victim	Number of incidents, victims, and offenders, by offender													
	Students as offenders			Nonschool persons as offenders			School staff members as offenders			Gangs as offenders		_____ (specify) as offenders		
	Total number of incidents (1)	Number of offenders (2)	Number of victims (3)	Total number of incidents (4)	Number of offenders (5)	Number of victims (6)	Total number of incidents (7)	Number of offenders (8)	Number of victims (9)	Total number of incidents (10)	Number of victims (11)	Total number of incidents (12)	Number of offenders (13)	Number of victims (14)
a. Student	26	32	26	2	2	2								
b. Nonschool person														
c. Teacher	26	26	26	6	6	6								
d. School staff member	4	5	4	3	3	3	1	1	1					
e. Other														

F. Enter "1" in the appropriate box to show the day of the week on which *most* of the incidents occurred. Enter "2" in the box representing the day of the week with the second highest frequency of incidents.

M	Tu	W	Th	F	S	Sun
☐	☐	☐	☑	☐	☐	☐

REPORTING VIOLENCE AND VANDALISM

San Diego
Report Form, Continued

II. Programs/Strategies/Services	Number of schools involved: Elementary (1)	Intermediate or junior high (2)	High school (3)	Total (4)	Number of persons (5)	Program or service: Cost (6)	Level of effectiveness (check): Low (7)	Average (8)	High (9)
A. Security/surveillance									
1. Equipment									
a. Special lighting systems									
b. Building alarm systems	130	19	25	174		$109,000			X
c. Personal alarm devices									
d. On-site residence(s)									
e. Video (closed circuit) monitors									
f. Security officer equipment (vehicles, radios, and so forth)						$22,758			X
g. Other _____									
2. Capital outlay (alterations to buildings to reduce school crime)									
Total, equipment and capital outlay									
3. Personnel									
a. Security agents/patrol	130	19	25	174	42	$370,000			
b. Campus security aides									
Total, personnel					42	$370,000			
B. Staff development/training					43				X
1. Law enforcement									
2. Self-protection techniques					7			X	
3. Conflict management					18				X
4. Law-related education (staff)					52				X
5. Other Workshops Law enforcement in the schools-human relations									
Total, staff development/training					120				

San Diego
Report Form, Continued

III. Student Programs and Services	Number of students served: Elementary (1)	Intermediate or junior high (2)	High school (3)	Total (4)	Cost (6)	Level of effort (previous school): Low (7)	Average (8)	High (9)
A. Special counseling programs								
1. Disruptive youth								
2. Habitual truants								
3. Reentry students								
4. Other _____	SEE COMMENT BELOW							
Total, counseling programs								
B. Special curricula/programs/services								
1. Student rights								X
2. Student review of school policy								X
3. Law-related education								X
4. Community-based diversion							X	
5. Youth employment							X	
6. Incentive programs								X
7. Alternative education	0	498	736	1,234				X
8. Restitution work								
9. School Attendance Review Board	22	27		49	$11,000			X
10. Other (specify) _____								
Total, curricula/programs/services								

IV. Superintendent's Comments (assessment and recommendations). Attach additional pages if more space is needed.

Special Counseling Programs School district has counselors assigned to K-12 schools that serve students' needs in the personal, social, career and educational domains. Disruptive, truant and reentry students are seen by counselors as need dictates. In addition, there are special programs for target populations and such students receive services of these programs if within the target population. The district presently is developing procedures and guidelines to consistently administer discipline.

Prepared by Gary W. Knowles, Administrative Assistant Phone (714) 293-8325

Name, signature, and title

FB0-241 DE 12190 3-81 5M

Model Report System 4

How an unusual committee augments and uses incident reports to find solutions to students' behavior and learning problems . . .

Shawnee Mission Public Schools Shawnee Mission, Kansas

Pupils: 32,000 **Schools:** 65

Superintendent: Arzell L. Ball

Pupil Services/Security Director: Charles Smith

There is something unique in how the Shawnee Mission Public School system develops and uses reports of student infractions and violence. The work is carried out by a one-of-a-kind committee that performs the functions of two or three committees operating in other school districts: providing due process hearings, designing remedial approaches to student disciplinary problems and evaluating for special education.

The composition and procedures of the assignment and evaluation committee, as it is called, have been carefully structured by the school attorney and district administration to meet state requirements for due process hearings (both special education and suspension/expulsion) and to evaluate for special education. The director of pupil services, also in charge of district security, serves as chairman; members change from case to case, but always include a central office administrator, school administrator and counselor.

Let's see how the committee operates when presented with a hypothetical case of student violence—and why it proceeds as it does.

A Hypothetical Case

On the committee's agenda, the case is entered as:

> Student, grade 11, ABC High School. Drinking on Campus. Poss. hash, bongs. Profanity. Threatened school admin.

Because long-term suspension has been recommended by the school principal, the committee will hold a due process hearing. (Under Kansas law, a student recommended for suspension for more than five days is entitled to a hearing.)

The hearing is scheduled, and the student and his parents are duly notified and appear. The committee chairman presides. The student's parents have engaged no counsel (as is usually the case in Shawnee Mission), although they have been informed that they may. Nor have any staff members involved—or the committee chairman—felt it necessary for the school board's attorney to be present.

Facts surrounding the incidents are presented by the principal and witnesses. In brief:

> A teacher observed the student and two other students (their involvement will be considered at separate hearings) drinking from a bottle near the student's locker. The teacher alerted the principal. The principal and security officer, with the student present, searched the locker and found a bottle containing liquor. They also found hash and bongs. As the student was guided to the principal's office, he swore at the principal and threatened to "get him."

A written incident report, prepared by the security officer together with the principal, is laid before the committee. It summarizes the who, what, when and where of the incident; details the type of liquor and drugs; the student's language and threats. It also notes names of witnesses, the immediate action taken (the student was suspended for five days by the principal, the student's parents were called and his father came after him). The

staff members who observed the offense have presented written statements. The principal is on hand to testify and answer questions that may be asked by the committee or the student and his parents. Only the committee members have questions.

The student is asked to tell his side of the story. He has little to say. A committee member asks where he got the liquor (at home), where he got the hash and bongs (from another student), why he swore at and threatened the principal ("because the principal doesn't like me").

As the hearing continues, the committee goes into its evaluation role: considering the student's problem and measures that might solve it. Although conducted in an atmosphere of "concern" from the start, now the hearing becomes almost a counseling session, with the parents leaning on the committee for advice.

The committee chairman has assembled a large case file, containing much more than the incident report. It includes, among other items, the student's attendance record, achievement record, standardized test scores through the years, behavior record, health record. The chairman has also called in several staff specialists to offer information and suggestions. Materials are examined, suggestions are made, further questions are asked.

The committee finds that the student has a history of low grades and failures, truancies and misconduct. Educational problems, attendance problems, behavior problems—each served to augment the others.

A remedial approach to the student's situation is developed during the hearing and discussed with parents and the student. A summary of the committee "findings" as presented to the school board simply read:

> Suspend for bal. of semester. Assign to night school. Counseling. Possibly re-enroll in HS second sem.

(Note: Under Kansas law, a student may not be suspended for longer than the end of the current semester, nor expelled for longer than the end of the school year.)

A decision of the assignment and evaluation committee may be appealed to the board of education, but the parents of the student didn't appeal (few parents do).

Behind the brief findings lay many years of experience in conducting such hearing-counseling sessions and the fact that district has developed special instructional arrangements for just such students.

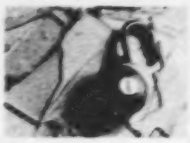
Learning from Experience

The assignment and evaluation committee has been functioning for ten years. "During that time," says Superintendent Ball, "it has found that it needs to search for the problem that lies behind a student's misconduct—whether that misconduct is drug abuse, truancy, theft, fighting, vandalism. This means that in examining the facts surrounding an incident of violence, the committee needs to dip well into the student's past. The basic decision the committee must make is deciding whether the student's problem is behavior—or is it an educational problem?"

Through the years, the committee has discovered that serious misconduct on the part of most students stems from an educational problem. And Ball narrows it further: Usually the problem is reading. A great many students involved in incidents of violence can't read or can't read well.

Because the committee is oriented to student problems and needs, its findings vary extensively case by case, even for offenses that might appear to be almost identical on incident reports. For offenses of a very serious nature, it may expel a student and refer him or her to juvenile court (four expulsions out of 87 cases last year). For vandalism,

Short Report . . . from Nebraska



Flow Chart Shows Who Does What When

A three-page flow chart tells school personnel how to proceed when an incident of school property damage or loss is discovered in the Lincoln, Nebraska public schools (enrollment, about 25,000).

The chart covers three phases in the life-cycle of an incident and the responsibilities of persons who are (or may be) involved at each phase, as follows:

1. Discovery of damage: what police, building principal, building superintendent, other school personnel, do when they discover the damage; to whom they report; to whom principal and building superintendent report
2. Assessment of damage and theft: responsibilities of building superintendent, principal, school secretary, operations and maintenance personnel, business affairs office, student services office.
3. Collection and reporting of damage and theft costs: responsibilities of student services office, word-processing center, parents of a student offender, school attorney, accounting office, business affairs office.

The reporting procedure, says Robert Den Hartog, associate superintendent for business affairs, fits in with Lincoln's computerized system for collecting data on property damage and loss.

Note: The hidden costs of vandalism—cost of staff time involved—come sharply into focus when who must do what as the result of a single incident, say a broken window, is presented as a flow chart. This is also true of charts depicting staff procedures for dealing with other types of student violence.

Short Report . . . from Illinois

Frank Letter to Parents Brings Tough Policy On Alcohol

Forget the school image and tackle the problem. That's the suggestion of Superintendent George C. Stimeling of School District 87 in Bloomington, Illinois (enrollment, about 15,000).

When drinking by students became a key concern in Bloomington High School, he didn't mince words in a letter mailed, with board approval, to parents of all high school and junior high school students:

Dear Parents,

Please excuse a form letter, but I feel that all parents need to be aware that the problem of drinking by our students is serious. I ask that you consider with me for a moment, the occurences of the past few days:

—Dec. 7—B.H.S. basketball game—A sophomore boy, 15 years old, [illegible] was removed to the hospital in critical condition. He had consumed most of a quart of whiskey at home before coming to the game. He is under suspension awaiting an expulsion hearing in front of the Board of Education.

—Dec. 12—A junior girl brought whiskey to school and shared it with freshman boy and freshman girl during noon hour. All are under suspension, awaiting expulsion hearings in front of the Board of Education.

—Dec. 17—Two freshman boys, during noon hour, drank whiskey supplied by a yet unknown source. This case is under investigation. . . .

I urge you, in fact plead with you, to help our school to control this problem. Please talk with your youngsters and help us. Impress on them that risking their lives, educational futures and the embarrassment of person and family are just not worth it. . . .

Adults are securing liquor for minors, or minors are being sold liquor directly, or the liquor is coming directly from our homes; whatever the case, the problem is serious. Others cannot do this for us—it starts and stops in our own homes.

Soon thereafter Stimeling asked for a new tough policy on drugs and alcohol—one calling for expulsion of any student in possession or under the influence of alcohol or drugs at school and of any student voluntarily remaining in that student's company while school rules were being broken. Parents supported the proposal and the board passed it.

the committee demands restitution (always) and takes other action. In certain instances, the committee permits the offending student to return to school, "with counseling," or assigns the student to another school. It may find that the student has a handicap or disability and is in need of special education. The most common action the committee takes, however, is to suspend the student from regular school for a stated length of time and assign him or her to one of the district's two alternate education programs.

Alternate Programs

Shawnee Mission operates two alternate programs—a day program, largely for junior high students, and a night program (4:30 to 9:00 p.m.) at high school level.

The programs are similar in design except for level of instruction. For example:

- Placement is temporary—for no more than one school year; usually one semester. The goal is to prepare students for return to their home schools.
- The programs offer the same academic, vocational and other courses as the regular junior and senior high schools.
- Classes are small. There's a pupil-teacher ratio of 8 to 1; no class has more than 10 students.
- Classes are largely "self-contained"—the student has the same teacher for most subjects; students in the class may be at different grade levels.
- Instruction is individualized; there is emphasis on reading.
- Groups are counseled, individual students are counseled and parents are involved in the programs and counseled.
- Both programs accommodate other students, such as those identified as potential drop-outs, as well as students suspended from regular school. (Additionally, the day program meets the needs of pregnant students and young mothers; the night school also serves high school students who must work during the day.)

The alternate programs are doing the job they were designed to do, says Superintendent Ball. Rarely does a student assigned to an alternate education program by the committee meet with the committee a second time. Few students drop out of the alternate programs, even though eligible by age to do so.

Proof of the Pudding

How does the Shawnee Mission's deep dip into what lies *behind* incidents of violence work out? Successfully, according to Superintendent Ball and Charles Smith, director of pupil services and security. One proof says Smith, is that in 1980-81 the number of incidents on which the committee held hearings was the lowest in its ten-year history—down to 87 from a high of 234 in 1977-78. But he had some bad news: The seriousness of the incidents seemed to be rising—"a major fire, a grand larceny, explosion of a home-built bomb by three students in a junior high school."

Both Ball and Smith have nothing but praise for the combined functions of the assignment and evaluation committee. They say:

- In the ten years that the committee has been providing due process hearings, fewer than a dozen decisions have been appealed to the school board.
- The district has *never* been taken to court on any of the committee's decisions or procedures—a record many school districts envy.
- The single committee saves time and paper shuffling.
- Students who commit offenses have special needs. Some have "exceptionalities"—disabilities, handicaps, ignored special gifts—that lie at the bottom of their misconduct. When a single committee handles due process, evaluation of student problems and evaluation for special education, data need not be transmitted between committees—nor do parents and teachers have to work with different committees that in the long run are seeking a solution to the same student problem.

Model Report System 5

Principals are key figures in maintaining school safety: Here is a delineation of their duties and their reporting responsibilities . . .

New York City Public Schools — New York, New York

Pupils: 1,100,000 — **Schools:** 952

Chancellor of City School System: Frank J. Macchiarola

Director, Office of School Safety: Angelo Aponti

Who will report incidents of violence in the schools? What will be reported? To whom and how will reports be made? No reporting system investigated for this study is cleaner-cut and more adaptable to other districts, regardless of size, than the system used in New York City.

Chancellor Macchiarola (citywide superintendent) details the requirements and procedures in a regulation on "Security in the School." The regulation also establishes responsibility for school safety and requires each principal to implement a school safety plan.

The New York City model can be adapted for virtually any school district—an area school district in Pennsylvania, a city school district in Ohio, a suburban district in Illinois.

One recasting of the model, also in the form of a regulation, is presented here for readaptation elsewhere. (Anyone wishing a copy of the original regulation may request one from Angelo Aponti, Director, Office of School Safety, 600 East 6th St., New York, N.Y. 10009.)

New York City's Regulation Recast for Down-Home Use

TOPIC: Security in the School

A. Introduction

It is the responsibility of the board of education to provide for safety in the educational facilities under its jurisdiction. The superintendent has authority to set minimum standards, provide services to schools and monitor school safety programs.

B. Responsibility of Director of School Safety

The director of school safety and security, under the general direction of the superintendent or assistant superintendent of pupil services is the primary representative of the school system on matters of safety.

C. Responsibility of the Principal

The principal is responsible for the safety of students, staff and visitors in the school. The principal will:

- Ensure compliance with rules and regulations for maintenance of public order on school property.
- Supervise safety/security personnel under his or her jurisdiction.
- Implement a school safety plan as approved by the director of school safety and carry out board of education policies, regulations and directives that pertain to safety.
- Update the school safety plan yearly (by October 30 of each year) to reflect changing problems and conditions, and submit the year's plan to the director of school safety.
- Establish rules and procedures for visitors.
- Establish a school safety committee, the membership of which will include a broad range of persons in the school community—i.e., teachers, custodial and other support staff, unions, students, parents, etc. This committee will meet on a regular basis to discuss problems relating to safety and security in the school.
- Establish cooperative relationships with the school's parent organization, student council, community groups and social agencies concerned with youth and public safety. In accordance with the agreement between the board of education and police commission, principals will meet with the local police captain twice a year to discuss mutual concerns. Additional meetings will be held as needed.

Incident Reports Generate Staff Training Plans

Efforts of the New York City Public Schools to make schools safe places depend in no small measure on findings drawn from incident reports.

As a result, training is being given administrators and teachers in security tactics, in managing problem situations and in criminal laws and procedures as they apply to juveniles.

Certain programs are open to all staff citywide; others are for particular schools. Individual staff members experiencing excessive problems with students may be assigned to attend.

Peter J. Lempin, coordinator of support services and training in the office of school safety, explained how composite reports of incidents, drawn up monthly for each school, are used to identify training needs and locate loopholes in a school's safety plan. Each school must have one and update it annually.

The monthly composite report, he says, provides a profile of the offenses taking place in the school—what, where, when—and offers generalities about victims and offenders. If the profile indicates that the school has problems, a field supervisor goes in to make an on-site study. This involves checking the school's safety plan against its implementation and what the composite report reveals.

To start, the supervisor makes a security check of the building. He then looks into staff responsibilities for safety, deployment of security guards and of other staff for monitoring, emergency procedures and staff knowledge of them; composition of the student body; rules in student handbooks; the school's working relationship with parents and safety agencies—altogether, the supervisor reviews more than 50 aspects of safety and security and conditions that bear on them. Then he presents recommendations.

"The principal is captain of the ship," says Lempin. "It's up to the principal and the district or citywide administrator to carry them out." But if the field supervisor advises more security personnel, it's up to the office of school safety to allocate them.

When recommendations include special training for the staff, Peter Lempin's department provides it or assists.

One new program that may be recommended centers on the deployment of staff in school buildings for monitoring purposes and the approaches monitors should use with wandering students and intruders. In this seminar, general principles on deployment of monitors are applied to the particular school.

Another popular new program—offered in 20 class sessions—pivots on reduction of problems through appropriate approaches in student control. Called "Peacemaking: The Management of Confrontation," the course helps teachers and administrators develop skill in keeping cool and gaining control when challenged by insubordination and rudeness, and techniques for dissolving a student's anger. Some schools and individuals request this program; for others it is recommended.

Recently workshops on criminal justice have been planned by the office of school safety in cooperation with other city agencies who are represented on a citywide school safety task force. These workshops are recommended for all administrators and teachers, and all who desire may attend. "School safety," says the task force, "is everybody's business."

- Consult and cooperate with the director of school safety on matters of school security.
- Summon the assistance of police or other law enforcement or public safety agencies in appropriate situations, and cooperate with these agencies where criminal acts on school property are involved.
- *In all cases where a crime has been committed, immediately notify the police and the director of school safety.*

In cases where police are called to investigate an alleged offense committed on school property, the principal may permit police to interview complainants and witnesses. However, no witness is required to submit to an interview with the police in the school.

The principal and his/her designee will be present during all police interviews with students in the school.

The principal will not allow police to remove a student from school except where the student is placed under arrest or is removed pursuant to a warrant or order for arrest issued by the courts.

Where a student is arrested the principal will notify the parent immediately. If the parent cannot be reached, the principal will request of the arresting officer that a member of the school staff accompany the student and remain with the student for a reasonable length of time or until the parent assumes responsibility. If permission to accompany the student is denied, a member of the staff will follow immediately to the place the student is taken.

The principal will keep a record of all circumstances leading to the arrest of a student, including the name and shield number of the arresting officer.

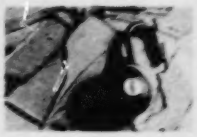
D. Procedures for Reporting Incidents

- The principal must report all incidents which occur in or about the school premises and all incidents which occur in connection with school activities away from school premises, using the incident report form provided by the office of school safety. In all cases where a loss of school property occurs a copy of the required form must be forwarded with the incident report to the director of school safety. (See New York City's incident report form, page 37.* This is perhaps the most complete and easily adaptable report form received in a 1980 AASA survey on school discipline.)
- Incident reports will be prepared by the principal or by an authorized staff member. When completed, incident reports will be signed by the principal.
- Completed and signed incident reports will be sent no later than the working day following the incident to (1) director of school safety, (2) office of the superintendent and (3) school custodian. A fourth copy will be retained by the principal.
- The principal *must* make an immediate telephone report to the director of school safety and the superintendent or assistant superintendent in cases of serious criminal incident, arrests, injury resulting from criminal acts, or serious incidents of disturbance or confrontation. In addition to the telephone report, the principal must complete and mail the incident report form.

Where a telephone report has been made, the completed incident report must carry a notation to this

*On the back of the New York City report form are definitions of serious offenses that a principal must report to the police and security office. The principal submits separate reports on damage and theft of school property and injuries at the school. Incident reports soon will be fed into a computer for monthly composite reports for individual schools and the entire school system.

Short Report . . . from Kentucky



How Teachers and Students are Told About Security Procedures

Each year teachers in the Fayette County Public Schools in Lexington, Kentucky (enrollment, 32,000), are told about school security through a booklet which stresses:

- How to report problems and get help (location of security offices, phone numbers)
- What information to give when calling for aid; what to observe about an unknown offender and any vehicle in which he or she may be traveling
- The meaning of such terms as misdemeanor, felony, warrant, juvenile petition
- Kentucky laws on criminal acts in schools, with definitions of such acts as assault, burglary, harassment, menacing.

Orientation of teachers to security and safety procedures continues through the year, says John Toye, head of the division of safety and security. Security officers attend faculty meetings, discuss incidents, offer suggestions and cooperate with the staff on problems involving safety and serious student misconduct.

Security officers also orient students to security and safety procedures at the beginning of the school year, emphasizing how students can get help, how to report thefts, threats, assaults, etc. Theft among students, says Toye, is the most frequent offense in the county schools.

All types of student offenses decreased in the county this year, Toye reports, "even theft among students was down a bit." He credits the improvement to one action taken by the school board: It instituted a closed campus policy at the high schools. "And now if students had less free time," he says, "we could reduce violence still further."

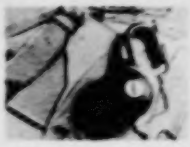
effect and of the date and time of the telephone report.

Witnesses: The principal or his/her designee will obtain handwritten statements of at least two witnesses, as well as a signed statement from the parties involved, enumerating time, date and place of occurrence, with an accurate account detailing the nature and sequence of events. Statements of witnesses will be attached to the completed report form.

E. Injury to a Person

In cases where injury occurs to a pupil, to an employee of the school board or to a person on or about the school premises, whether the result of an incident or of an accident, principals will also file a report on the standard accident report form.

Short Report . . . from Kansas



How To Act, Not React, In Press Relations

"We go to the press—we don't wait for reporters to come to us," says Ned Nusbaum, assistant superintendent of administrative services for Topeka, Kansas, public schools (enrollment, about 15,000). "By taking the initiative in giving out the facts about vandalism and other offenses, we don't need to react to this charge and that and constantly be on the defensive."

The Topeka public information plan in brief: Monthly and annual summaries of offenses in the schools (summarized from incident reports submitted by school security officers) are released to the media through the public information office. In preparing news releases or in talking with reporters, the PR representative:

1. Points out some improvement in the statistics ("You can always find something good," reports Nusbaum);
2. Describes one or more ways the district is working to make schools safer or protect school property (as its recent successful plan to darken all school buildings and grounds at night);
3. Repeats—at the cost of many repetitions—what parents and others in the community can do to help reduce violence and save money for taxpayers (the community has become well aware of the district's neighborhood watch program, which has proved a successful deterrent to vandalism).

Topeka does not release statistics on student offenses by schools. Does the press object to this? "There's a good explanation editors understand," Nusbaum says. "Every school has good and bad years—and a bad year may be caused by one or two students. If you publish school figures, the public will remember a school by its bad year, not its good year, and we don't want that to happen."

New York City Public Schools
Incident Report Form

NOTE: ALL SERIOUS CRIMES OR SUSPECTED CRIMES MUST BE REPORTED TO THE POLICE

BOARD OF EDUCATION OF THE CITY OF NEW YORK — 110 Livingston St., Brooklyn, New York 11201

OFFICE OF SCHOOL SECURITY

District No. _____ (1-2)

Boro _____ (3)

Date of Report _____

INCIDENT REPORT

School Name or No. (4-6) _____

SCHOOL PHONE

DATE & TIME OF INCIDENT:

Date _____ Time _____ (29-30) ☐ AM ☐ PM

DIRECTIONS: Report immediately all school-related (in school buildings, grounds, or at school-sponsored affairs away from school) incidents of ANY IMPORTANCE WHATEVER. This includes all violent or dangerous behavior, breaches of discipline, disturbances and any activity which involves an interruption of the educational process. NOTE: ANY UNUSUAL INCIDENT OR ONE WHICH MIGHT ATTRACT PUBLICITY SHOULD BE TELEPHONED TO THE OFFICE OF SCHOOL SECURITY AT ONCE.

(SEE DEFINITIONS ON REVERSE SIDE)

VICTIM OR COMPLAINANT Name (7-19) _____ Age (20) _____ ☐ Male ☐ Female

Date of Birth (21-26) _____

ADDRESS _____ BORO _____ Apt _____ Phone _____

STATUS: (27) ☐ STUDENT (Class & School) _____ ☐ STAFF (Job) _____ ☐ OTHER (Specify) _____

LOCATION OF INCIDENT: Be specific. Stair, hall, Class Room, Lunch Room etc. (28)

TYPE OF INCIDENT (40-41)
☐ ASSAULT ☐ HARASSMENT ☐ DISORDERLY CONDUCT ☐ ROBBERY ☐ SEX OFFENSE ☐ WEAPONS POSSESSION ☐ GANG FIGHT
☐ NARCOTIC ☐ BOMB THREAT ☐ TRESPASS ☐ DISTURBANCE ☐ DEMONSTRATION ☐ FIRE ☐ OTHER _____

DESCRIPTION OF INCIDENT: _____

INTRUDER (42) ☐ Yes ☐ No

TYPE OF WEAPON (44) _____

CHARGE (42) ☐ Misdemeanor ☐ Felony Other (45) _____

TYPE OF NARCOTIC (if any) _____

WITNESS (name, address & phone) NOTE: Statements of witnesses should be prepared on plain paper and attached.

DISPOSITION OF INCIDENT AT TIME OF REPORT (46)
☐ ARREST-P.D. (A) ☐ ARREST-GUARD (B) ☐ SUSPENSION (C)
☐ YD I (D) ☐ OTHER (E) _____

EXTENT OF INJURIES: ☐ Refused Med. Attn. ☐ Treated at Scene ☐ Hospital Treat. ☐ Hospitalized ☐ Minor ☐ Personal Physician ☐ Other (Specify) _____

Name of Hospital _____

POLICE RESPONDING (Name, Rank, Shield, Command)

NOTIFICATION TO: (Parent/Guardian, etc.) Name & Phone

ARRESTING GUARD OR POLICE OFFICER

ALLEGED PERPETRATOR (47-59)

Name _____ Birth Date (60-65) _____

Address _____ Apt _____

Phone _____ ☐ Male (66) ☐ Female ☐ Married ☐ Single (67) Color of Eyes _____

Occupation (68-69) _____

Employed? (70) ☐ Yes If so where _____ ☐ No

School _____ Room No. or class _____

NOTIFICATION TO PARENT/GUARDIAN

Name _____ Phone _____

Address _____

ALLEGED PERPETRATOR (71-83)

Name _____ Birth Date (84-89) _____

Address _____ Apt _____

Phone _____ ☐ Male (90) ☐ Female ☐ Married ☐ Single (91) Color of Eyes _____

Occupation (92-93) _____

Employed? (94) ☐ Yes If so where _____ ☐ No

School _____ Room No. or class _____

NOTIFICATION TO PARENT/GUARDIAN

Name _____ Phone _____

Address _____

THIS REPORT PREPARED BY:

NAME _____ TITLE _____

PRINCIPAL

FORM OSS-731a
25-3100.00.3 (250 PKG) 12/78

COPY TO SCHOOL CUSTODIAN

Tips on . . .

—Writing Annual Reports
—Devising Forms
—Providing Testimony

Writing Annual Reports on Vandalism and Violence

Releasing statistics about vandalism and violence can be an effective communication tool for a school district. Here are some tips for maximizing the positive effect:

- Start with highlights—give a quick summary of reduction or increases in school crime incidents and possible reasons.
- Describe special conditions that have brought sharp increases or decreases in offenses—for example, a new policy calling for reporting of *all* incidents of personal theft; or a change in how incidents have been classified from previous years.
- Use charts and graphs to show five- and ten-year trends. If charts are used to show cost of vandalism and theft, adjust by an inflation factor.
- If the overall picture looks bad, compare increase/decrease in school crime for the period with that of crime in the area as a whole (figures for many cities and areas available in FBI Uniform Crime Reports). Even an increase in school incidents will usually look good, comparatively speaking.
- Use annual figures on incidents to point out the need for new programs and remedial action—but don't mix this annual story with budget requests.

Devising Incident Report Forms

Standard report forms, used by all schools in the district, are basic to a useful incident-reporting system. Points to consider in developing a new form:

- What facts do we want to collect and why?
- Who will fill out the form? Who will use it?
- *Will the terms used mean the same to everyone?*
- Can the forms be filled out quickly? *Is there enough space for answers?*
- Can the people receiving the completed form spot the facts they need easily?
- Will facts on the form be easy to tally?
- (And often), Will the form accommodate feeding facts into a computer?

Above, two points are emphasized:

1. *Will the terms—such as assault, larceny, vandalism—mean the same to everyone?* They won't unless you establish a uniform vocabulary and give definitions of offenses that must be reported.

2. *Is there enough space for the answers?* Try out a draft, filling in possible answers to questions. Unless the form provides the space needed, the reporting system is in for trouble. You may need to go to a multiple-page form, or use additional forms for some purposes.

Testifying in Court

You have been called to court to give evidence on a school incident. Here are suggestions for testifying in a criminal case. Most are equally appropriate for civil cases.

Preparing for the Testimony

- Review the incident report and take a copy with you; review other documents related to the case; take items of evidence and any documents you have been ordered to bring.
- Review your facts with the prosecuting attorney; be sure to mention anything unusual about the case.
- Be prompt; if delayed because of an emergency, let the court know.

Giving Testimony

- You take the stand as a witness, not an advocate. If the jury gets the idea that you are anxious to answer the prosecuting attorney's questions and reluctant to answer the defense attorney's questions, jurors will think you are trying to hide something.
- Don't beat around the bush; don't disguise your answers in educationese and terms used within the school system.
- Give definite and clear answers. If unsure or you can't recall, say so.
- If you do not know an answer to a question, say, "I don't know."
- Avoid offering your conclusions about someone's abilities or mental state unless you are specifically asked.
- If you are the victim or initiated the arrest, no one really expects you to be unbiased, but they do expect you to be completely honest.

Resources

From AASA

1801 North Moore Street, Arlington, VA 22209, (703) 528-0700

Student Discipline—Problems and Solutions, Ben Brodinsky. 80p. 1980. A Critical Issues Report—presents results of survey on disciplinary problems and a vast range of policies, practices, and approaches for achieving better student behavior.

From National School Resource Network

5530 Wisconsin Avenue, NW, Washington, DC 20015, (202) 654-2550

School Climate Handbook, 154p. 1981. Examples of approaches and programs for improving student attitudes toward school and the feelings of students, teachers, other school personnel, parents, and the community toward one another.

"Profiles of 21 School Climate, Discipline, and Security Programs," Case Study Journal, April 1981.

School Discipline Handbook. 142p. 1981. Current approaches, successful programs.

Books and Handbooks on School Security Programs

Controlling Crime in the School, Seymour D. Vestermark, Jr., and Peter D. Blauvelt. Parker Publishing Co., West Nyack, N.Y. 354p. 1978.

School Crime and Violence—Problems and Solutions, Joseph I. Grealy. Ferguson Peters Publishing Co., Box 21587, Ft. Lauderdale, Fla. 33335. 300p.

School Security Handbook, School Safety Center, Office of the Attorney General, 555 Capital Mall, Sacramento, Calif. 95814. 45p. 1981.

Note: The last three publications listed contain sections on reporting incidents of crime and other serious offenses.

School Security Organizations

National Association of School Security Directors, 1320 S.W. Fourth Street, Ft. Lauderdale, Florida 33312, (305) 765-6201.

International Association of Educational Security Personnel, University of Houston, Downtown College, 1 Main Street, Suite 354, Houston, Texas 77002, (713) 223-0172.

National Council of School Security Administrators, % Leonard Sabatino, president, New York Board of Education, Management Services, 28-11 Queens Plaza North, Room 520, Queens, New York 11101, (212) 830-8795.